R4800-2

TEACHER SHORTAGE
A nationwide shortage of teachers in mathematics, physics, chemistry, data processing, and computer programming continues, according to a national survey, and the job market for teachers is expected to improve in the next few years.

See Databank on Page 12.

DOLLAR SHORTAGE
The momentum of the national school-reform movement is continuing, but leaders of the school-finance community warn that funding for the state mandates is not flowing as expected and education will have to struggle to stay even.

See Page 6.

RESEARCH SHORTAGE
A panel of prominent educators studying the Education Department's research functions has called for more research to define a common core of knowledge, more studies of education abroad, and more coordination of research efforts.

See Page 9.

EDUCATION WEEK

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Court To Decide Constitutionality Of Voluntary Affirmative Action

By Tom Mirga

WASHINGTON—The U. S. Supreme Court agreed last week to decide whether the Constitution permits teachers' unions and school boards to agree voluntarily to set aside the seniority rights of white teachers in order to preserve the jobs of less senior minority teachers in times of layoffs.

The Court's decision to hear *Wygant* v. *Jackson Board of Education* (Case No. 84-1340) marked the first time in recent years that it has agreed to review the use of affirmative-action procedures by school officials.

During the past two years, the Justices have declined to hear three similar cases involving race-conscious layoff policies for teachers in Boston, Buffalo, and Kalamazoo, Mich., and a fourth case involving involuntary teacher transfers in Philadelphia. The employment practices were upheld by lower courts in the Boston, Buffalo, and Philadelphia cases; the Kalamazoo policy was invalidated.

Constitutional Implications

The decision also marked the first time the Court has agreed to rule on the constitutional implications of such affirmative-action agreements. Prior rulings by the Court, including its controversial holding last year in a case brought by white Memphis firefighters, rested on interpretations of Title VII of the Civil Rights Act of 1964.

Spokesmen for the Equal Employment Opportunity Commission and the Education Department's office for civil rights said neither agency keeps statistics on the number of school districts nationwide that practice some form of affirmative action in employment.

Although the precise number might not be known, "quotas and other racial preferences are pervasive in the police and firefighter context and they are rapidly spilling over into education," said one of the lawyers representing the 10 white Jackson, Mich., teachers who filed the lawsuit accepted by the Court.

The Reagan Administration has not filed

Continued on Page 16

CLASH: Eileen Gardner and Lawrence A. Uzzell (above), new aides to Secretary Bennett (left), resigned last week after controversial appearance at Senate hearing.

2 Bennett Aides Quit Amid Furor Over Their Views

Article on Handicapped Sparks Angry Reactions

By James Hertling

WASHINGTON—Eileen M. Gardner and Lawrence A. Uzzell, senior advisers to Secretary of Education William J. Bennett, resigned without comment last Thursday following a clash with the chairman of a key Senate panel, who called their views on laws for the education of the handicapped "offensive."

While serving as an education-policy analyst at the Heritage Foundation, Ms. Gardner wrote that federal special-education laws "have selfishly drained resources from the normal school population." She criticized the handicapped for lobbying for federal aid, claiming that by doing so they seek "to avoid the central issues of their lives."

Mr. Uzzell, as the head of a private education-research firm called Learn Inc., had advocated the abolition of all federal educa-

Continued on Page 11

Farm Belt Schools Begin To Feel Pinch Of Worsening Economic 'Depression'

By J. R. Sirkin

In 1972, when Kansas implemented a school-finance equalization formula, John Bottom was one of its staunchest critics.

Like equalization formulas in other states, the one in Kansas was designed to help poor, primarily urban districts, not the sprawling, land-rich agricultural areas of the state, like Beloit, where Mr. Bottom serves as superintendent of schools.

For nearly a decade, that's exactly how it worked. Until three years ago, Beloit, a relatively wealthy district in north central Kansas, didn't receive one penny from the state through the equalization formula.

Then, almost overnight, everything changed, as the farm boom of the 1970's gave way to the crisis of the 1980's. Declining exports, high interest rates, and lower inflation combined to cut into the value of farm property throughout the 12-state farm belt, reducing farmers' wealth and increasing their opposition to local taxes that support schools.

Each of the last two years, when Mr. Bottom went before the local school board, he

Continued on Page 17

A Question of Free Speech and 'Free Riders'

Agency Shop: Individual Freedom Versus Collective Interest

By Tom Mirga

A dozen years ago, John H. Miller, a teacher from Uniontown, Ohio, gave up his membership in the National Education Association local that represents teachers in his school district, having concluded that the association's activities were at odds with his beliefs as a conservative Mennonite.

It wasn't until last year that his decision became a matter of contention. The N.E.A. local, citing a liberal new state law on collective bargaining for public employees, demanded that Mr. Miller pay a fee in lieu of dues. The dispute is now before state labor authorities.

Explaining that the payment of such fees "would do violence to my conscience," Mr. Miller, who at 46 years old is six years away from retirement, says he would have "no choice but to quit teaching" if state officials order him to pay.

Sharon York and Richard Lee, nonunion teachers in Bloomington, Ind., also object to paying fees to the N.E.A., but for different reasons.

"I'm not a factory worker dealing with inanimate objects. I deal with kids," says Ms. York, a 38-year-old mother of two who has been teaching in elementary schools since 1971. "Unions frighten me. I know they do some good things but they frighten me."

For Mr. Lee, a self-described "free-market libertarian" who has taught Spanish in Bloomington high schools for 16 years, it is a matter of "supporting a group that I absolutely oppose on many issues."

"In a sense I am being forced to arm the enemy," says Mr. Lee. "I sincerely believe that the positions that the N.E.A. takes on many issues are destructive. After the 1982 congressional elections, they said they were saddened by the New Right's political clout. I don't want to pay for the publication of that garbage."

The three Midwestern teachers—all of whom quit their local teachers' associations

Continued on Page 14

NCATE Plan Praised, But Some Criticize Its Cost, Standards

By Cindy Currence

Deans of education schools said last week that the impact of tough new standards headed for adoption by the dominant national accrediting organization for teacher-training programs would amount to "business as usual" at their institutions.

But they also said the proposed standards, if adopted, will have a dramatic impact on improving the quality of teacher preparation nationwide.

Others said they object to some of the proposed standards and criticized the National Council for Accreditation of Teacher Education for "trying to move too fast." They called the proposed NCATE standards "unrealistically" high, expensive, and shortsighted in light of the impending teacher shortage.

"We need a whole lot more time to look at some of the changes that are being proposed," said Edell M. Hearn, dean of the

Continued on Page 13

IN SUMMARY

Felony Case in Connecticut
Lawyers for Hartford parents facing felony charges for illegally enrolling their children in a neighboring school system say they will base their defense on "constitutional issues." Story on Page 5.

Mandates Without Money
Leaders of the school-finance community have warned colleagues that the states are not appropriating funds adequate to fully implement the many reforms being legislated. Story on Page 6.

When Much Isn't Enough
The New York legislature has approved nearly a half-billion dollars in new funding for schools, but some school officials say that still will not fully fund the state's "Action Plan." Story on Page 8.

When Change Isn't Reform
Gov. John Carlin has vetoed a school-finance bill that he argues will not give schools enough latitude to raise money for educational improvements, including salary increases. Story on Page 8.

Research Deficit?
A blue-ribbon panel advising William J. Bennett on the Education Department's research functions calls for more studies on curricula and education systems in foreign countries. Story on Page 9.

Information 'Deficit'?
Librarians visited the Capitol last week to warn lawmakers that cutting funds for library services to solve the budget deficit would create a "cultural and educational deficit." Story on Page 9.

For the Record
An exchange of letters and an excerpt from testimony at a Senate hearing illustrate the clash last week between aides in the Education Department and Senator Lowell Weicker. Story on Page 10.

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THE WEEK

FEDERAL

Bell Criticizes Proposed Aid Cuts

Terrel H. Bell, secretary of education during President Reagan's first term, has criticized the Administration's proposed cuts in aid to college students, saying they constitute an "unwitting assault on the nation's colleges and universities."

Writing in the *New York Times* spring survey on education April 14, Mr. Bell said that proposals to cut federal loan and grant programs "would result in the transfer of thousands of students from private to public institutions. For this reason, the higher-education package flies in the face of the arguments advanced by the Reagan Administration that Government policy should encourage the private sector to do more so that government can do less."

Although Mr. Bell wrote his article before the Administration agreed—in negotiations with Senate Republicans—to new, higher aid limits, he told the *Times* in an interview that he stood by his main points. The latest proposal would bar aid to families with incomes over $60,000 and limit to $8,000 the college costs that would be taken into account in calculating students' needs.

In the interview, Mr. Bell also criticized his successor, William J. Bennett, for not disputing the proposed cuts—made by the Administration's budget director, David A. Stockman—which were "advanced in earlier years . . . but were easily shot down in the Administration because they were so obviously harmful" to both students and schools.

E.D. Official Hints Fees-Bill Support

Madeleine C. Will, assistant secretary of education for special education, said last week that the Administration "would like very much to support legislation that would award legal fees" in special-education cases, despite its opposition to the bill now before the House Education and Labor Committee.

Commenting during a hearing of the Senate Appropriations Subcommittee for the Education Department on her office's proposed fiscal 1986 budget, Ms. Will suggested, without elaborating, that the Administration opposed only the specific bill now under consideration.

Meanwhile, the House committee postponed its scheduled vote last week on the measure.

The vote was postponed because of disagreements among lobbyists and committee members about key provisions in the bill, Congressional sources said.

The awarding of lawyer's fees became a matter of concern last year when the U. S. Supreme Court ruled that parents who win cases under P. L. 94-142—the Education for All Handicapped Children Act of 1975—could not win legal fees. *(See Education Week, April 10, 1985.)*

The panel's Subcommittee on Select Education had approved the measure, H R 1523, with two controversial amendments—opposed by the Administration but favored but most advocacy groups for the handicapped—that have stalled its progress: one that would permit the awarding of legal fees at both administrative and judicial proceedings—rather than only at the latter—and another that would incorporate current regulations on the rights of all handicapped individuals into the bill.

NATIONAL

China and the U.S. Exchange Teachers

The United States is swapping high-school teachers with the People's Republic of China as part of a program that its organizers say is the first of its kind.

A.F.S. International/Intercultural Programs (formerly the American Field Service), an organization that sponsors intercultural exchange programs for students in 69 countries, claims it is the first nongovernmental organization to negotiate an exchange for secondary teachers with the Chinese Ministry of Education.

The program has brought 52 Chinese secondary teachers of English to the United States over the past three years, but the first four American teachers to take part in the exchange arrived in China in February, according to Lynn M. Sanborne, a spokesman for A.F.S.

The American teachers, who will remain in China for six months, are studying the Chinese language and culture, and teaching English to Chinese teachers, Ms. Sanborne said.

The program is also unprecedented, according to the A.F.S., because for the first time educators from the Chinese mainland are teaching in American high schools and living with families during their stay. Currently, 28 Chinese teachers are in this country as part of the exchange. China has agreed to expand the program by allowing summer exchanges of high-school teachers, perhaps as early as 1986, Ms. Sanborne said.

STATES

Washington Passes Bill Liberalizing Home Schooling

A bill that will loosen the state's policy toward home schools was approved by Washington lawmakers last week and is expected to be signed by Gov. Booth Gardner.

The bill, SSB 3279, will amend the state's compulsory-education laws to "recognize home schooling as one appropriate way for children to be educated," according to Judy L. Hartmann, administrative assistant to the state superintendent for governmental liaison.

Essentially, the state is abandoning its "feeble efforts to enforce the mandatory-attendance act, on the assumption that children will receive viable educational experiences at home," according to one state education official.

Under the terms of the bill, parents must notify local school districts of their intention to teach their children at home. The parents must provide instruction in the same basic skills required for public-school children and also keep immunization and testing records.

Parents who operate home schools must either have had a year of college study, or proof they have attended a home-school program offered by a postsecondary institution, or be deemed "otherwise qualified to teach" by the local school superintendent.

In lieu of these requirements, however, parents may have a certified teacher supervise their home-school program, meeting with the home pupils for at least four hours each month to examine their progress.

The bill includes a stipulation that standardized achievement tests be administered annually to home-educated children. If a deficiency is discovered, the parents must make good-faith efforts to remedy the problem or risk having their "school" closed.

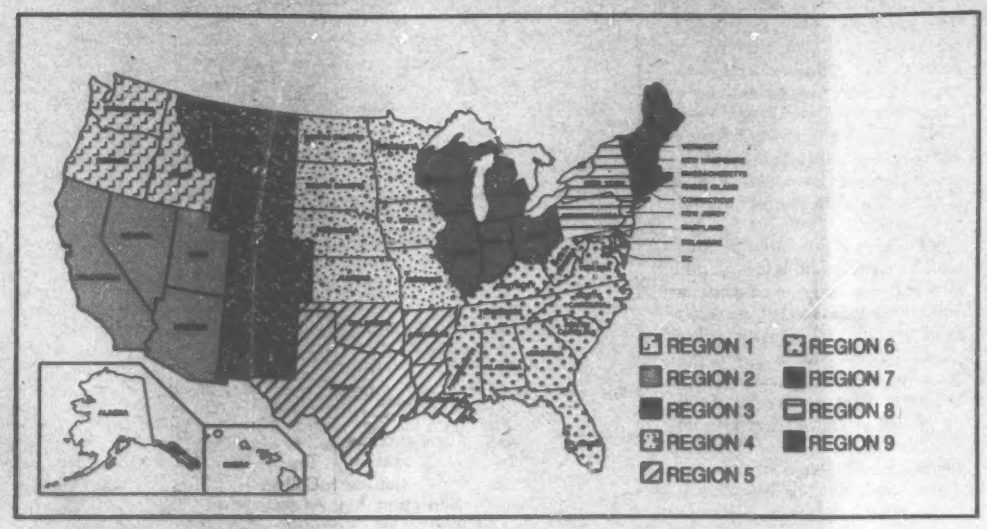
The legislature has yet to act on a related issue—guidelines for the approval of unaccredited Christian academies that do not recognize government control of education. It will probably take up the matter in its next session, which begins in January.

Illinois Management Groups Advocate District-Level Control

A coalition of Illinois school-management organizations led by the Illinois School Boards Association has announced a school-reform plan

DATABANK

Teacher Supply/Demand by Field and Region



These tables are based on a survey of 60 university teacher-placement officials representing all regions of the country. It is an opinion survey, reflecting the best estimates of the respondents, and was conducted by James N. Akin, of the Career Planning and Placement Center at Kansas State University. Mr. Akin has conducted similar surveys each year since 1976 for the American Association for School, College, and University Staffing, a 700-member organization of placement and personnel officials.

Field	REGION Alaska	Hawaii	1	2	3	4	5	6	7	8	9	Continental United States 1985	1984	1983	1982	1981	1980	1976
Agriculture	3.00	3.00	3.50	2.50	2.67	3.33	3.67	3.00	3.50	2.88	—	3.11	3.44	4.00	4.36	4.60	4.75	4.00
Art	2.00	2.00	1.60	1.29	1.60	2.43	3.13	2.00	1.53	2.00	2.00	2.04	1.89	1.92	1.84	2.00	2.45	2.14
Bilingual Education	3.00	4.00	4.50	4.14	3.75	4.25	4.29	4.67	4.75	3.50	3.50	4.12	4.04	3.83	4.13	4.10	4.21	—
Business Education	3.00	3.00	2.80	3.50	3.33	3.29	3.00	3.25	3.50	4.00	3.00	3.32	3.11	3.24	3.47	3.60	3.80	3.10
Computer Programming	3.00	—	4.40	4.50	4.00	4.17	4.38	4.75	4.67	4.38	4.00	4.37	4.24	—	—	—	—	—
Counselor-El.	2.00	4.00	4.50	2.43	3.10	3.67	2.86	2.50	3.67	2.50	2.83	3.05	2.80	3.03	2.72	3.05	3.38	3.15
Counselor-Sec.	4.00	4.00	4.50	2.57	3.10	3.83	2.71	2.50	4.00	2.50	2.67	3.06	2.67	2.83	2.79	3.13	3.76	2.69
Data Processing	3.00	3.00	4.60	4.33	4.00	4.20	4.20	4.50	4.33	4.25	4.00	4.30	4.18	4.36	3.86	4.35	—	—
Driver's Ed.	3.00	3.00	3.20	2.00	3.00	2.20	2.57	2.67	2.80	2.50	2.67	2.65	2.61	2.94	2.77	2.87	2.98	2.44
Elementary-Primary	3.00	2.00	2.40	3.29	2.67	2.00	3.25	3.00	1.83	2.50	2.00	2.57	2.13	2.11	2.02	2.24	2.77	2.78
Elementary-Inter.	3.00	2.00	2.40	3.29	2.67	2.00	3.25	2.60	2.33	2.50	1.50	2.53	2.26	2.00	2.28	2.58	2.96	2.90
English	4.00	4.00	3.10	3.14	2.79	3.29	3.75	3.25	3.33	2.88	2.60	3.14	3.15	2.90	3.21	3.37	3.51	2.95
Health Ed.	3.00	2.00	1.40	1.50	2.80	2.67	2.13	1.33	2.00	2.25	2.00	2.06	1.90	1.78	1.90	2.24	2.17	2.27
Home Economics	3.00	3.00	3.33	4.00	3.13	2.60	2.50	2.50	2.67	2.67	2.50	2.78	2.43	2.44	2.43	2.56	2.85	2.62
Industrial Arts	3.00	4.00	3.67	3.60	2.80	3.00	4.00	4.00	3.00	4.38	4.25	3.68	3.53	3.56	4.26	4.79	4.77	4.20
Journalism	3.00	3.00	1.75	3.33	3.33	3.50	2.63	1.75	3.33	2.80	2.00	2.74	2.60	2.63	2.61	2.77	2.98	2.86
Language-French	3.00	3.00	3.25	2.57	3.50	3.57	3.57	4.50	4.00	3.00	2.20	3.31	3.00	2.59	2.49	2.58	2.88	2.15
Language-German	3.00	3.00	3.00	2.43	3.60	3.57	3.14	4.00	3.33	3.00	2.20	3.11	3.08	2.51	2.48	2.58	2.70	2.03
Language-Spanish	3.00	3.00	3.60	2.71	3.40	3.43	3.75	5.00	4.17	3.13	2.40	3.43	3.18	2.77	2.88	2.95	3.34	2.47
Library Science	4.00	4.00	3.00	3.00	3.50	3.86	4.00	3.75	3.50	3.00	3.00	3.49	3.30	3.09	3.12	3.31	3.58	—
Mathematics	3.00	4.00	3.50	3.43	4.25	4.43	5.00	4.00	5.00	4.00	4.38	4.21	4.00	4.21	4.01	4.19	4.60	3.96
Music-Inst.	3.00	3.00	4.20	3.29	3.50	3.71	3.38	3.00	3.50	2.17	2.63	3.23	3.00	2.97	3.28	3.30	3.95	3.62
Music-Vocal	4.00	2.00	4.00	2.71	3.50	3.14	4.57	2.50	3.33	2.17	2.63	3.19	3.00	2.89	2.95	3.08	3.32	3.00
Physical Education	2.00	2.00	1.20	1.57	1.42	1.33	1.88	2.00	2.00	2.38	1.60	1.75	1.61	1.84	1.72	1.80	1.82	1.74
Psychologist (school)	4.00	—	4.00	3.50	3.38	4.20	3.60	3.75	3.83	3.67	3.00	3.65	3.65	3.16	3.56	3.70	3.87	3.08
Science-Biology	3.00	4.00	3.20	3.29	3.25	3.29	3.88	3.80	3.67	3.75	4.20	3.58	3.40	4.10	3.66	3.89	3.50	2.97
Science-Chemistry	4.00	4.00	4.20	4.43	4.08	4.14	4.63	4.60	4.67	4.50	4.50	4.42	4.25	4.30	3.13	4.42	4.16	3.72
Science-Earth	2.00	4.00	3.60	3.43	3.40	3.50	4.00	4.00	3.50	4.13	4.60	3.79	3.70	3.80	3.89	4.08	3.84	3.44
Science-General	3.00	4.00	3.40	3.29	3.50	3.29	3.83	3.75	3.83	3.88	4.20	3.65	3.65	—	—	4.31	4.10	—
Science-Physics	4.00	4.00	4.40	4.43	4.42	4.71	4.43	4.50	4.83	4.63	4.80	4.57	4.45	4.46	4.41	4.56	4.28	4.04
Social Science	3.00	2.00	1.40	2.00	2.40	2.00	2.57	1.75	2.17	2.14	2.60	2.17	1.91	1.75	2.11	2.05	1.98	1.51
Social Worker (school)		—	2.67	2.67	3.50	3.00	2.40	1.00	3.40	2.75	3.00	2.81	2.33	2.27	2.34	—	—	—
Speech	2.00	2.00	2.20	2.80	3.13	2.86	2.75	2.33	3.17	3.29	3.67	2.91	2.70	2.51	2.76	2.85	2.50	2.46
Special-ED (PSA)	4.00	3.00	4.40	4.20	4.60	4.00	4.14	4.20	3.83	4.00	2.80	4.02	3.64	4.08	3.98	4.22	4.36	3.42
Special-Gifted	5.00	3.00	3.25	3.67	4.13	4.50	4.00	4.33	4.25	3.50	3.00	3.85	3.74	3.80	3.81	4.10	4.33	3.85
Special-LD	4.00	4.00	3.60	4.00	4.60	4.14	3.63	4.40	4.83	4.00	2.50	3.95	3.98	4.09	4.20	4.47	4.48	4.00
Special-MR	4.00	3.00	3.80	4.00	4.60	3.43	3.57	4.00	3.33	4.33	3.00	3.76	3.55	3.71	3.44	4.14	4.23	2.87
Special-Multi. Handi.	4.00	4.00	4.00	4.00	4.00	4.60	4.17	4.00	3.60	4.00	3.00	3.94	3.77	3.82	3.93	4.13	3.87	—
Special-Reading	4.00	3.00	3.80	3.14	3.75	3.17	3.71	3.75	3.50	3.50	2.50	3.39	3.48	3.39	3.73	4.21	2.23	3.96
Speech Path./Audiology	3.00	—	3.38	3.67	4.57	4.00	4.20	4.50	4.33	3.83	3.75	4.01	3.83	3.62	3.95	4.27	4.17	3.68
COMPOSITE	3.20	3.17	3.34	3.24	3.42	3.49	3.50	3.49	3.52	3.31	2.97	3.39	3.19	3.14	3.20	3.39	—	—

Regions are coded as follows: Alaska, Hawaii, 1-Northwest, 2-West, 3-Rocky Mountain, 4-Great Plains/Midwest, 5-South Central, 6-Southeast, 7-Great Lakes, 8-Middle Atlantic, 9-Northeast. Alaska and Hawaii are not included in the Continental United States totals.

5 = Considerable shortage, 4 = Some shortage, 3 = Balanced, 2 = Some surplus, 1 = Considerable surplus

— indicates data were not available

SOURCE: Association for School, College and University Staffing—James N. Akin

Relative Demand by Teaching Area and Year
Continental United States

	1985	1984	1983	1982	1981	1980	1976
Teaching fields with shortage (4.00-4.33):							
Mathematics	4.31	4.26	4.25	4.01	4.26	4.00	3.88
Science-Physics	4.07	4.05	4.00	4.01	4.09	4.03	4.04
Science-Chemistry	4.02	4.05	4.00	4.05	4.02	4.19	3.72
Computer Programming	4.07	4.04	—	—	—	—	—
Data Processing	4.09	4.18	4.08	3.88	—	—	—
Teaching fields with slight teacher shortage (3.34-3.45):							
Bilingual Education	4.12	4.04	3.83	4.13	4.10	4.21	—
Special Education (emotionally disturbed)	4.02	3.84	4.08	3.98	4.22	4.38	3.42
Speech Path./Audiology	4.01	3.83	3.82	3.95	4.27	4.17	3.88
Special Education (learning disabled)	3.95	3.98	4.09	4.20	4.47	4.48	4.00
Special Education-Multi. Handicapped	3.94	3.77	3.82	3.93	4.13	3.87	—
Special Education-Gifted	3.85	3.74	3.80	3.81	4.10	4.33	3.85
Science-Earth	3.79	3.70	3.80	3.80	4.08	3.64	3.44
Special Education (mentally Handed)	3.76	3.55	3.71	3.84	4.14	4.23	2.87
Industrial Arts	3.65	3.50	3.96	4.36	4.72	4.77	4.22
Psychologist (School)	3.65	2.89	3.19	3.59	3.70	3.87	3.09
Science General	3.60	3.65	—	—	—	—	—
Science-Biology	3.58	3.40	4.10	3.69	3.98	3.50	2.97
Library Science	3.49	3.30	3.09	3.12	3.31	3.58	—
Teaching fields with balanced supply and demand (2.44-2.66):							
Language, Modern-Spanish	3.48	3.18	2.77	2.88	2.96	3.04	2.47
Special Education-Reading	3.39	3.49	3.39	3.73	4.21	4.23	3.86
Business	3.32	3.11	3.24	3.47	3.50	3.60	3.10
Language, Modern-French	3.31	3.00	2.58	2.48	2.59	2.69	2.15
Music-Instrumental	3.28	3.15	2.87	3.06	3.33	3.53	3.03
Music-Vocal	3.19	3.00	2.89	2.95	3.08	3.22	3.00
English	3.04	2.91	2.80	3.01	2.97	3.01	2.80
Vocational Agriculture	3.01	3.04	4.00	4.39	4.46	4.73	4.06
Language, Modern-German	2.91	2.58	2.51	2.48	2.58	2.76	2.05
Counselor-Elementary	2.88	2.87	2.83	2.79	3.13	3.14	2.59
Counselor-Secondary	2.85	2.90	2.83	2.73	3.05	3.05	2.75
Speech	2.81	2.70	2.61	2.76	2.85	2.79	2.48
Social Worker-Generic	2.81	2.86	2.87	2.94	—	—	—
Physical Education-Male	2.79	2.83	2.44	2.43	2.54	2.65	2.02
Association	2.73	2.69	2.63	2.61	2.77	2.89	2.65
Driver's Education	2.66	2.61	2.69	2.77	2.87	2.96	2.44
Teaching fields with slight surplus of teachers (2.04-1.85):							
Elementary-Primary	2.57	2.13	2.11	2.02	2.24	2.77	1.78
Elementary-Intermediate	2.53	2.20	2.11	2.29	2.56	2.84	1.80
Social Science	2.17	1.91	1.75	2.11	2.05	1.99	1.51
Health Education	2.08	1.90	1.76	1.90	2.24	2.17	2.27
Art	2.04	1.89	1.92	1.84	2.00	2.45	2.14
Teaching fields with considerable surplus of teachers (1.84-1.66):							
Physical Education	1.78	1.61	1.54	1.72	1.80	1.92	1.74

Key: 5 = Greatest Demand, 1 = Least Demand
— Indicates data were not available

Based upon a survey of teacher placement officers
Source: Association for School, College and University Staffing—James N. Allen

Average Salary Reports

		Special Education		Elementary/Secondary	
		Bachelors	Masters	Bachelors	Masters
REGION 1	1982-83	13,275	14,350	13,098	14,050
	1983-84	13,697	15,400	13,512	15,000
	1984-85	14,300	16,300	14,000	15,875
REGION 2	1982-83	13,000	14,922	13,707	14,772
	1983-84	13,900	15,723	14,375	15,695
	1984-85	14,900	16,000	14,900	16,000
REGION 3	1982-83	13,561	15,000	14,000	15,000
	1983-84	14,561	15,917	14,500	15,918
	1984-85	15,400	16,900	15,075	16,706
REGION 4	1982-83	12,789	—	12,051	—
	1983-84	13,914	15,669	13,144	15,345
	1984-85	14,169	15,470	14,169	15,724
REGION 5	1982-83	12,949	13,913	12,940	13,909
	1983-84	13,880	14,886	12,810	14,114
	1984-85	14,852	15,629	14,291	15,647
REGION 6	1982-83	11,750	12,750	12,000	12,750
	1983-84	13,875	15,225	13,460	14,725
	1984-85	14,175	15,825	14,050	15,500
REGION 7	1982-83	13,219	15,477	12,850	15,054
	1983-84	14,140	15,475	13,358	14,825
	1984-85	14,980	16,500	14,677	15,677
REGION 8	1982-83	12,875	13,875	12,875	13,875
	1983-84	13,333	14,500	13,250	14,500
	1984-85	12,900	15,167	13,000	15,167
REGION 9	1982-83	10,500	11,750	10,365	11,000
	1983-84	11,667	13,333	11,369	13,093
	1984-85	12,900	13,417	12,499	13,300
ALASKA	1982-83	22,000	25,000	22,000	25,000
	1983-84	—	—	—	—
	1984-85	27,500	31,000	27,500	31,080
HAWAII	1982-83	14,500	15,000	14,500	15,000
	1983-84	14,500	15,000	14,500	15,000
	1984-85	15,000	16,100	15,000	16,100

The above average salary reports for beginning teachers are from data furnished by survey respondents. The averages in some cases are based upon limited salary input, thus reliability is not assured.

Regions are ranked as follows: (region, region) 1-Northeast, 2-Mid, 3-Rocky Mountain, 4-Great Plains/Midwest, 5-South Central, 6-Southwest, 7-Great Lakes, 8-Middle Atlantic, 9-Northeast.

— Indicates data were not available

SOURCE: Association for School, College and University Staffing—James N. Allen, January 1985

NCATE

Continued from Page 1

College of Education at Tennessee Technological University in Cookeville. "Many of them may be very good, but several give us very great concern," he said.

Under the NCATE proposal, or "redesign," students who enter programs accredited by NCATE will be required to have a 2.5 college grade-point average and to take a standardized basic-skills test.

In addition to the admissions standards, the proposal requires accredited teacher-training programs to assess the competency of prospective teachers prior to graduation through a variety of evaluation methods; to follow their students through at least one year of post-graduate teaching; and to provide "quantitative information" on the quality of instruction students receive. *(See Education Week, April 17, 1985.)*

The voting body of NCATE, which comprises representatives from 10 professional organizations, such as the National Education Association and the American Association of Colleges for Teacher Education, is scheduled to vote on the new policy in June and is expected to pass the redesign "in one motion," according to Richard Kunkel, executive director of NCATE.

Following the vote, the redesign will be instituted for a 21-month trial period that is required under NCATE bylaws for a change in policy.

Opposition

But even with the 21-month trial period, some education deans said they do not think the NCATE redesign is ready for implementation.

According to Arnold M. Gallegos, dean of the college of education at Western Michigan University, Kalamazoo, "there will have to be some more discussion."

Mr. Gallegos said he is particularly opposed to the use of standardized testing as an entry requirement.

"I have problems with that because I don't know of any test that is adequate," he said, adding that officials at the university are "very concerned about what this will do to minority and disadvantaged students who want to be teachers."

May Increase Shortages

Several deans also expressed concern about the possible impact of the proposed standards on the impending teacher shortage.

Requiring prospective teaching students to have a college grade-point average of at least 2.5 would "knock out" some students who currently qualify for teacher-training programs, several deans said.

For example, at Indiana State University, Terre Haute, if the 2.5 G.P.A. admissions requirement had been in effect for students attending the college of education during 1982-83 and 1983-84, about 11 percent of the students would not have been there, said J. Stephen Hazlett, dean of the college.

Although he is concerned about the impact the standards will have on the teacher shortage, said Michael P. Timpane, dean of Teachers College at Columbia University, "I don't see any other alternative. This is a bullet we have to bite. We have to look at the agenda for excellence and we have to ask, 'Do we really think that we can address that agenda without a high-quality teaching force?' The answer is no."

"You're darn right there will be a shortage if we raise standards," added Charles W. Case, education dean at the University of Iowa, Iowa City.

But that should not be a consideration in developing rigorous standards, Mr. Case maintained. The solution, he said, is to get politicians to stop "talking out of both sides of their mouths" and pay competitive teachers' salaries.

Standards Too High

Several deans of state colleges said the NCATE proposal is "worrisome" to them in particular for several reasons.

"Many state institutions may have some problems meeting the proposed standards," said Gene Campbell, dean of the college of education at the University of Arkansas in Little Rock.

But Mr. Hearn of Tennessee Technological University disagreed. "I think the standards can be met," he said, "but I don't think they are representative of the profession."

Opposition to some of the NCATE proposals is widespead at the state-college level, Mr. Hearn said.

In February, for example, the Teacher Education Council of State Colleges and Universities, a group of deans representing about 130 colleges of education, drafted a document that asked NCATE officials to postpone adoption of the redesign.

Mr. Hearn, who is a member of the committee that drafted the resolution, said the council opposes a change in NCATE policy under the redesign that requires colleges of education not only to meet the standards of NCATE, but also the standards of specialty groups, such as those of the National Science Teachers Association.

Several deans also asserted that implementing the proposed standards will be costly.

"It will be more expensive for us," said Joseph Lamberti, dean of the college of education at Butler College in Indianapolis. But he added that the additional cost can be looked at as a positive factor for teacher-training programs.

Teacher education has been operating "on the inexpensive side" for many years, he said, and the NCATE standards may be a way to get university administrations to put more resources into the programs.

Positive Influence

Other deans agreed with Mr. Lamberti that the standards would have a positive influence on teacher-training programs.

"NCATE, within the limits of its power and authority, is doing exactly the right thing," said Mr. Case of the University of Iowa. "I think that if the standards stay intact, it will be a major advance."

Mr. Timpane of Teachers College said the follow-up requirement in the NCATE proposal is extremely important to improving teacher-training programs because it will force colleges to institutionalize a program to measure the success of their students in the classroom.

"Follow-up is mostly done on an ad hoc basis now," he said.

According to Norene Daly, director of teacher education at Madonna College, a small liberal arts college in Livonia, Mich., the NCATE plan includes reforms that have already been instituted at Madonna.

"We were not so blind that we couldn't see very early on that we were getting students with weak communication skills and low G.P.A.'s," she said.